bc human rights
commission
visual language
arts program

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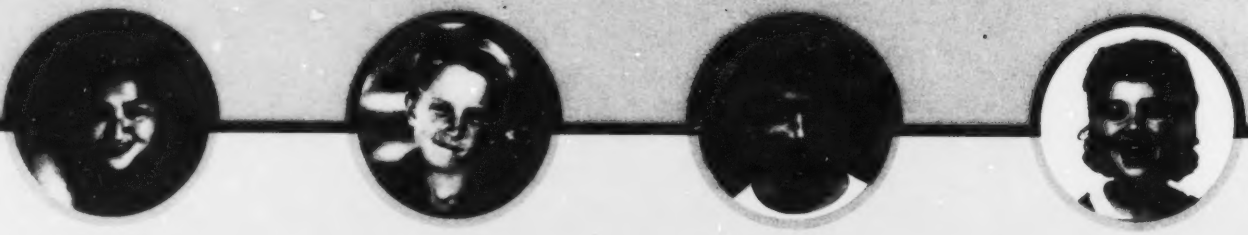

Creating a Culture of Peace

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Human Rights
Commission

2000 INTERNATIONAL YEAR FOR THE CULTURE OF PEACE

HEAD DOWN LOW

I walk into the store.

I feel a bit shy and slightly embarrassed.

Everyone looks at me and stares.

I get my things and get in line.

People treat me differently.

I see the cash register clerk.

She looks at me and gives me my bags.

I walk out the door with my head down low.

I walk all the way home

and I think of how they treated me at the store.

Submitted to VLAP in 1997

Kim Federico, Jessie Wowk Elementary School, Richmond, BC

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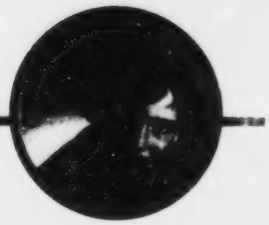

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Peace in the classroom

Year 2000 marks the United Nations International Year of the Culture of Peace. The aim of the year is to start a global movement to transform from a culture of war, of violence, of oppression and of discrimination to a Culture of Peace, of non-violence, of tolerance, of celebration of diversity and of solidarity. Because the movement toward peace is a long-term goal, this year also begins the International Decade for the Culture of Peace and Non-Violence for the Children of the World from 2001-2010.

Schools and groups are encouraged to organize events in their communities.

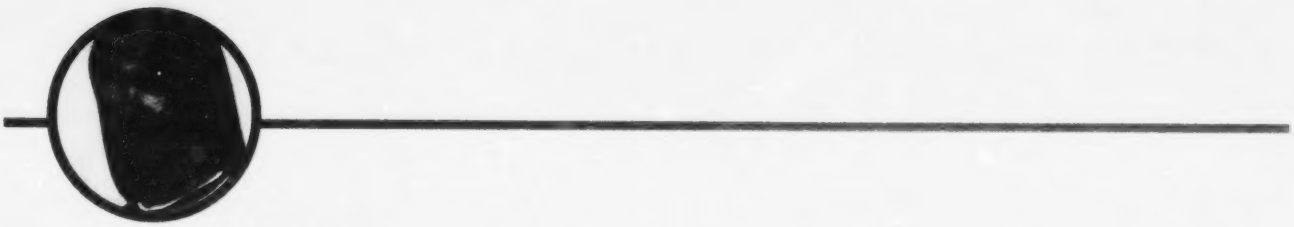
Educators and community workers can use this guide to take part in the International Year of Culture of Peace. This guide provides ideas on how to discuss human rights and responsibilities with young people and activities anyone can take part in.

This guide includes:

- Pages that can be photocopied, modified and distributed;
- Suggestions for activities to further explore human rights issues; and
- Resources for pursuing issues and activities more thoroughly.
- Page 12 of this guide outlines some ways human rights education can be integrated into the BC Curriculum. At the end of this guide you will find the details of a Visual and Language Arts Program (VLAP) that we encourage children from all over the province to take part in. Ideas for entries can be found in the Activities section of the guide, on page 14.

The Visual & Language Arts Program

The BC Human Rights Commission invites schools and community groups to take part in its annual Visual and Language Arts Program in conjunction with the United Nations International Year. This program gives youth throughout B.C. the opportunity to learn about their human rights and responsibilities through poetry, story telling, video, music and other art projects. These projects are displayed at a human rights conference to celebrate International Human Rights Day, which began in 1948 when the United Nations adopted the Universal Declaration of Human Rights. This year, the conference will be held on December 8 in Maple Ridge.



Respect all life.

Reject violence.

Share with others.

Listen to understand.

Preserve the planet.

Rediscover solidarity.

INTERNATIONAL YEAR FOR THE CULTURE OF PEACE
ANNÉE INTERNATIONALE DE LA CULTURE DE LA PAIX
AÑO INTERNACIONAL DE LA CULTURA DE PAZ
سنة دولية لثقافة السلام
МЕЖДУНАРОДНЫЙ ГОД КУЛЬТУРЫ МИРА
国际和平文化年

United Nations Manifesto 2000

Respect all life. Respect the life and dignity of each human being without discrimination or prejudice.

Reject violence. Practise active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economical and social, in particular towards the most deprived and vulnerable such as children and adolescents.

Share with others. Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression.

Listen to understand. Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation and the rejection of others.

Preserve the planet. Promote consumer behaviour that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet.

Rediscover solidarity. Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.

What is the Culture of Peace?

The expression "Culture of Peace" means a lot more than just the absence of war.

Peace is a set of values, attitudes and behaviour that encourage non-violence and mutual respect. Creating a culture of peace means working together, living together and communicating with each other in a way that reflects the idea of peace. Building a culture of peace is not only for countries involved in war and violence - we can start in our own homes, schools and communities.

In Canada, the culture of peace has deep roots. Most Canadians can express themselves freely, get involved in politics and expect equal treatment from their government and justice system. However, many Canadians continue to face discrimination, hatred and violence. By teaching children about human rights, we can promote the culture of peace.

To find out how you, your class, your school or your community group can get involved, go to the United Nations Association of Canada's web site: www.unac.org/peacecp/iycp/cdngroup.html.

The culture of peace is an idea whose time has come. It means democracy, diversity and dignity, respect for human rights and the rule of law; and more, much more.

Kofi Annan, UN Secretary General

Why join the international movement for culture of peace and non-violence?

- The year 2000 is a new beginning to transform the culture of war and violence to a culture of peace and non-violence.
- We must offer our young people and future generations the values that can inspire them to shape a world based on justice, solidarity, liberty, dignity, harmony and prosperity for all.

Sign the United Nations Manifesto 2000, which lists six key values for a culture of peace (see left). These are: respect all life, reject violence, share with others, listen to understand, preserve the planet and rediscover solidarity. To make a commitment to these values and to sign the manifesto, go to www.unesco.org/manifesto2000 on the Internet.

Handout 1

Discrimination & Equality

If you have been treated poorly because of the group you belong to then you have been discriminated against.

What's Discrimination?

If you have been treated poorly because of the group you belong to then you have been discriminated against. Certain kinds of discrimination are against the law in our country. If a person or a rule treats you differently only because of your race, culture, gender identity, language, religion, sexual orientation, political belief, actual or perceived disability, or family status, then this treatment may be against the law.

1 Give some examples of discrimination based on the above groups.

Discrimination is found in many aspects of our lives.

- Name calling or bullying in the schoolyard or in our neighbourhoods
- Being unfairly turned down for a job or turned away from a public place
- Inappropriate jokes

2 Where else have you encountered discrimination?

As long as there is discrimination there cannot be total equality. In order for all citizens of British Columbia to participate fully in society, we must find ways to eliminate discrimination and help others exercise their rights.

3 What can you, your classmates or your family do to help eliminate discrimination?

The essence of equality is to be treated according to one's own merit, capabilities and circumstances. True equality requires that differences be accommodated.

Beverly MacLachlin, Chief Justice
Supreme Court of Canada

What's Equality?

In Canada, equality means more than just equal treatment.

Equality means working together and passing laws which help others become equal. Equality means accommodating the differences and characteristics of individuals. Equality means exercising your rights, but it also means a responsibility to respect the rights of others.

What does it mean to **accommodate**?

To accommodate an individual means to change rules, physical spaces, acts and behaviours so that a person is not discriminated against and is treated fairly.

4 Eliott has a physical disability that requires using a wheelchair. How can places like movie theatres, schools, buses or parks accommodate Eliott's disability?

Handout 2

What are Your Rights?

Every person should be treated fairly, equally and free from discrimination.

The following are some examples of laws that protect your human rights:

Canadian Charter of Rights and Freedoms

The Canadian Charter of Rights and Freedom is the supreme law in Canada and all governments and any other laws must follow it. The Charter protects many of our rights including freedom of religion, freedom of expression and opinion, freedom of the press, and our freedom to form groups. Section 15 of the Charter, known as the Equality Rights Section also protects our right to be treated equally by the law.

What do you think the Charter means by freedom of religion, expression, opinion, and freedom to form groups?

Human Rights Codes

The B.C. Human Rights Code and the Canadian Human Rights Act make sure that everyone is treated fairly and cannot be discriminated against because of the colour of their skin, their race, where they come from, their religion or political belief, marital status or family, physical or mental disability, or sexual orientation. You are protected from discrimination when using public places, finding a place to live, at work or when trying to get a job, and discrimination in publications, like books or newspapers.

Write about an experience you've had with discrimination in a public place, like a shopping mall or at your school. Who do you think you can talk to when you experience discrimination?

Multiculturalism Acts

The British Columbia and Canadian Multiculturalism Acts recognizes that diversity is a fundamental part of Canadian society and enriches our lives. The Acts make sure that government services and programs are carried out in a manner that is inclusive of and responsive to our multicultural reality.

What does Multiculturalism mean to you?

We hold in the highest esteem Canada's lasting tradition of dedication to human rights.

Nelson Mandela

Universal Declaration of Human Rights

An international guide on the standards and ideals the world holds for human rights was passed by the United Nations in 1948. The governments who signed it, including Canada, are responsible for creating laws to protect universal human rights. The Declaration includes categories of political rights, civil rights, equality rights, economic rights, social rights and cultural rights. The first section of the Declaration states that "All human beings are born free and equal in dignity and rights." Dr. John Peters Humphrey, a young Canadian law professor, wrote the first draft of the Declaration.

Most countries in the world signed the Declaration. Do you think there are still countries who do not protect human rights? Can you give examples from the news or stories you have heard?

Handout 2

United Nations Convention on the Rights of the Child

The Convention is an international agreement that includes children's civil, political, economic, social and cultural rights. This set of rules, which Canada has agreed to, sets standards on how young people should be treated and outlines their basic human rights, including the right to education, health care, economic opportunity and right to be free from discrimination. The Convention defines a child as a person under the age of 18, unless national laws recognise an earlier age of majority.

Why do you think that the UN has a special set of rules for children? Who is responsible to look out for the rights of children?

School Rules and Policies

Under the BC Human Rights Code, schools are a public service and the law requires that a school must be a place that is free from discrimination and where all children, youth and adults are treated equally and fairly. Many schools have rules and policies which deal with discrimination and harassment, and there are often people in a school, such as teachers, principals and counsellors, who you can talk to if you feel that your human rights have been violated. The Human Rights Commission is also available to students and staff who have a human rights complaint (see page 18).

Are you aware of the policies your school has in place to ensure human rights are protected? What do they deal with?

Rights and Responsibilities

Discussion

Teaching human rights can often be challenging because the issues can be controversial and difficult. However if we are to create a society based on equality and fairness, we need to start with people when they are young. It's important that we teach children the responsibility that society has to them to ensure they are respected, free of hatred and discrimination and able to express themselves. We also need to make sure that they know they are expected to respect these same rights in others.

For example, the right we have to free expression must be balanced with the responsibility we have to not say things that are hateful or discriminatory. Any discussion with youth about their own rights will necessarily lead into a discussion of their responsibility to others. The following model is only one example of how those who work with children can use this kind of discussion effectively.

The right we have to free expression must be balanced with the responsibility we have to not say things that are hateful or discriminatory.

Human Rights Code of Conduct

Every September or January many teachers establish, with the input of their students, a Code of Conduct for the classroom. This Code is typically a list of responsibilities that students have to their teacher and fellow classmates. Helping students understand these responsibilities can be done by helping them understand the right that it is based on.

Work with students to develop a common Human Rights Code of Conduct. Have students give examples of various rights and responsibilities they think are appropriate in the classroom, and using a discussion of mutual respect for rights, have them come up with corresponding rights and responsibilities.

Examples:

I have a right to be free of discrimination. >> I have a responsibility to treat others with respect.

I have a right to say what I think. >> I have a responsibility to listen to others.

I have a right to be treated with respect by my teacher. >> I have a responsibility to treat my teacher with respect.

I have a right to know why I am being punished. >> I have a responsibility to follow a common set of rules.

Integration with Ministry of Education

Ensuring the right of basic education is not simply a matter of bringing children and teachers together. The quality of that education is crucial.

Carol Bellamy
Executive Director of UNICEF

The Ministry of Education wants to ensure that education in British Columbia is relevant, equitable and accessible to all learners. The following are suggestions of how to incorporate the Visual and Language Arts program with the Ministry of Education curriculum (Integrated Resource Package - IRP).

Personal Planning (K-7) & Career and Personal Planning (8-12)

These curriculum organizers recognize that emotional and social development are as important as academic achievement and intellectual and physical skills. They are designed to help students maintain, reinforce, and develop skills, attitudes, and behaviours that can enhance their personal well-being throughout their lives and prepare them to deal with a world of complex, ongoing change.

In Personal Planning and Career Development programs at all grade levels, development of self-esteem and career goals are important objectives for all students. Under the curriculum organizer of "Mental Well Being" there are many outcomes which help students develop an appropriate sense of personal worth, potential, and autonomy.

Social Studies (K-12) - Quoted from the Social Studies K-7 and 8-10 IRPs Under the Curriculum Organizer of Politics and Law

It is expected that students will:

- describe their roles and responsibilities within the family and community (Gr. 2-3)
- analyze the concept of equality in Canada (Gr. 5)

  Note: Specific reference to teaching human rights topics is made in an instructional strategy in Column Two of the IRP which recommends that students brainstorm a definition of equality, discuss Section 15 of the Canadian Charter of Rights and Freedoms, and then explore case studies involving issues of equality.
- demonstrate an appreciation of individual rights and social responsibility in various cultures (Gr.6)
- demonstrate an awareness of United Nations human rights initiatives (Gr. 6)
- evaluate mass media stereotypes of gender roles, cultural groups or geographic regions (Gr. 6)
- outline the evolution and purpose of rules, laws, and government (Gr. 7)
- demonstrate an understanding of the tension between individual needs and the rights and responsibilities of citizens in a variety of civilizations (Gr. 8)
- evaluate the changing nature of law and law's relationship to the social conditions of the times (Gr. 9)
- examine Canada's constitutional, legal and political structures (Gr. 11/12)
- describe and assess the formal and informal ways in which individuals participate as citizens (Gr. 11/12)

Curriculum

Under the Curriculum Organizer of Society and Culture

It is expected that students will demonstrate an awareness of the principal needs for people to be healthy, happy, and safe (Gr. K-1)

Under the Curriculum Organizer of Applications of Social Studies

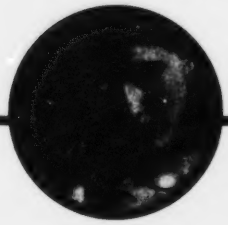
It is expected that students will:

- design and implement strategies to address school problems or projects (Gr. 4)
- plan and conduct library and community research using primary sources and secondary sources (Gr. 10-12)
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address a problem (Gr. 10-12)

Language and Fine Arts

While developing their human rights projects, students will be encouraged to participate in cooperative learning activities. Many outcomes from the Language Arts and Fine Arts IRPs will also, thereby, be achieved.

The Ministry of Education wants to ensure that education in British Columbia is relevant, equitable and accessible to all learners.



Activities

A small but significant way to eliminate discrimination and inequality is avoid the assumption that we all celebrate the same religion or holy days.

Star-Belly Sneetches

Read the Dr. Seuss book **The Sneetches and Other Stories**. These creative stories teach lessons of understanding and tolerance in unexpected ways. In one story the Star-Belly Sneetches learn to accept their differences and work together with the Sneetches who do not have stars on their bellies. Read the story and discuss the concepts of belonging, difference, acceptance, sharing and group membership, and how the book applies to real life cases of discrimination, exclusion and inequality.

A Complete Calendar

Classrooms often have children from a number of diverse backgrounds. A small but significant way to eliminate discrimination and inequality is avoid the assumption that we all celebrate the same religion or holy days. Together with your students, create a calendar to mark the various holidays and special occasions they each celebrate. Ask students to share stories or explanations about their particular holidays. Use the calendar on page 22 to find some important dates to recognize.

Discrimination In Your Life

Use the Discrimination and Equality handout (page 6) to initiate a discussion with students. Expand the discussion by encouraging students to share, verbally or in writing, personal encounters with discrimination and inequality. Ask them about times they:

- felt left out
- were excluded
- have been treated differently because of who they are
- were teased or harassed

Ask students to discuss how situations like this can be avoided.

Advertising Human Rights

You will need poster-making materials. Have participants split into small groups or pairs. Tell them that each group is an advertising company whose job it is to help the public understand human rights. They are to make an advertisement explaining one right or a group of rights from the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Charter or the Human Rights Code. Submit posters as entries in the Visual and Language Arts Program (details on page 25).

Human Rights Current Events

Find a prominent place where human rights current events can be displayed and regularly updated. Encourage everyone to watch newspapers, magazines, TV and radio for stories or issues that relate to

human rights. For example, local news stories might show prejudice or discrimination, a war report might show how human rights are being violated in other countries, or a community event promoting human rights may be covered. Encourage them to cut out these items, or to write a short account of them. Put all of these contributions on a "Human Rights News" board.

You must be the change you wish to see in the world.

Mahatma Ghandi

Newsletter

As a follow up participants can also put together a "Human Rights" newsletter with current events that the participants feel are newsworthy. The newsletter could advertise events, highlight recent news stories or provide a forum for students to voice their concerns and opinions about human rights issues. Encourage submissions of artwork, poems, posters, research, and opinion pieces.

Take Action

In this activity, participants read one or two Amnesty International Urgent Action appeals. These appeals explain how to write on behalf of prisoners of conscience or against human rights abuses. You can find the appeals by visiting the Action section of Amnesty International's web site at www.amnesty.ca.

The activity concludes with individuals writing a letter on a currently active Urgent Action case. Participants can explore human rights in general or research political and civil conditions in the area of the world that is related to the Urgent Action appeal.

Discuss and Debate

Use human rights topics for school debates or guided class discussions. Debate the potential conflict between different rights and responsibilities, like the right to free speech and responsibility to not say things that are discriminatory or harmful. Discuss what other rights kids think should be put into law, and discuss how this would impact our society. For example, should stores be allowed to limit the number of youth they let in?

Media Watch

Media such as TV, film and advertising often perpetuates many of the stereotypes that lead to discrimination and prejudice. Bring in a sampling, or have students bring in their own samples, of local or national media (TV commercials, movie clips, magazines, newspapers etc) and have the students go through them and try to identify examples of various stereotypes. Discuss these examples and how such images can lead to and perpetuate discrimination and inequality. Focus on these stereotypes of youth in media and discuss how youth react to these images.

Activities for Peace

Peace is flowing
like a river

Flowing out through
you and me

Spreading out into
the desert

Setting all the
captives free.

Mitiaro School Students,
Cook Islands

The following activities can be used to promote the culture of peace in your classroom or your community group, and to discuss and debate the impact of peace at a local level. We encourage participants to submit finished products as entries in the BC Human Rights Commission's Visual and Language Arts Program (details can be found on page 26 of the guide).

The Word Peace

The word "peace" sends a strong message, but it sometimes means different things to different people. The Manifesto for Peace says that peace is not just about getting rid of war, it is about respecting the rights of others, justice, fairness and personal growth. With these values in mind write a poem or a story about the idea of peace or what exactly peace means in your life and local community.

A Symbol of Peace

There are many symbols, like a dove or a handshake, which represent the six values of a culture of peace (see included Manifesto, page 4). Create a poster or painting that symbolizes for you one or more of these values of the culture of peace. Capture how these values are found in your local community. Use pencils, crayons, magazine cutouts or any materials you think would work.

A Picture of Peace

Like words, a single image can send a powerful message. Submit a photograph taken at your school, in your community or at home, which you think captures one or more of the six values (see included Manifesto, page 4) of the culture of peace, and write a brief explanation of what you see.

A Moving Picture of Peace

Using a video camera create a moving picture of peace, film a skit, or put together a collage of images which you think send the message of the culture of peace and the values it captures.

Bookmarks

For a quick and fun activity, create bookmarks with art (drawings, paintings, photographs, poems) that capture the six values of the culture of peace (see included Manifesto, page 4). Submit your creations, use them for your own books, or give them away as gifts.

The Manifesto for Peace

Attach a signature sheet to the Manifesto for Peace, or copy it and give one to each young person. Have them sign the Manifesto and display their pledges around the classroom, school or community centre. To download the Manifesto, go to www3.unesco.org/manifesto2000/uk/uk_manifeste.htm.

Day of Peace

Celebrate a Day of Peace with your class or community centre. Arrange games, stories, painting or other activities along the themes of the Manifesto of Peace (page 4) and how the values of peace affect and can be promoted, in your local community. Make connections with other classes, schools and community groups. Contact the Canadian Coalition for Peace and the local media and tell them of your event.

Story Books

Have kids visit the Kidz Care web site alone or with reading partners. The web site has a number of stories about peace and can be found at: http://members.aol.com/kidz4peace/stories.

We must seek, above all, a world of peace, a world in which people dwell together in mutual respect to work together in mutual regard.

John F. Kennedy

Handout 3

Accessing Your Rights

In BC you can report hate crimes by calling toll-free 1-800-563-0808

(Mon.-Fri., 8:30-7:30)

The BC Human Rights Commission and YOU

If you feel that you have been discriminated against because of your race, colour, place of origin, religion, family status, physical or mental disability, gender, or sexual orientation when: applying for a job, looking for a place to live, using a service that is available to the public, like the transit system, your school, or a local shopping mall, contact the Human Rights Commission at:

BC Human Rights Commission
www.bchumanrights.org

Vancouver Office
306-815 Hornby Street
Vancouver, BC, V6Z 2E6
Call (604) 660-6811
Fax (604) 660-0195
TTY (604) 660-2252
Toll Free 1-800-663-0876

Victoria Office
2-844 Courtney Street
Victoria, BC, V8W 9J1
Call (250) 387-3710
Fax (250) 387-3643
TTY (250) 953-4911
Toll Free 1-800-663-0876

Canadian Human Rights Commission
www.chrc-ccdp.ca

420-757 West Hastings Street
Vancouver, British Columbia V6C 1A1
Call (604) 666-2251
Fax (604) 666-2386
TTY 1-888-643-3304
Toll Free 1-800-999-6899

You can also contact the following community organizations for help. Find out if there is a human rights group in your community.

BC Human Rights Coalition
www.human-rights-coalition.bc.ca
718 - 744 West Hastings Street
Vancouver, BC V6C 1A5
Call (604) 689-8474

Vancouver Island Human Rights Coalition
418 - 620 View Street
Victoria, BC
V8W 1J6
Call (250) 382-3012

Creston Valley Human Rights Coalition
Box 864
Creston, BC
V0B 1G0
Call (250) 428-3318

Coalition for Human Equality
c/o Community Planning Council
36 - 1306 7th Ave.
Prince George, BC V2L 3P1
Call (250)562-2667

Get involved or learn more about children's rights at the following web sites:

Affiliation of Multicultural Societies and Services Agencies - Represents a coalition of over 85 organizations providing multicultural and immigrant settlement services in B.C. http://www.amssa.org

Canadian Aboriginal Youth Network - Unifies aboriginal youth in Canada. http://ayn-0.ayn.ca

Canadian Human Rights Foundation - Promotes human rights through education. http://www.chrf.ca

Equality Today - An anti-racism electronic magazine. www.equalitytoday.org

Gay and Lesbian Educators of BC - Advocates for a positive environment for lesbians, gays and bisexuals in the education system. www.galebc.org

Global Youth Network - Youth counsellors who answer questions and give advice to young people via email. http://www.youthwhocare.com

Human Rights Internet - A hub of human rights sites. http://www.hri.ca

Kids for Human Rights and Justice - http://wheat.uwaterloo.ca/~dcormack/margaret/khrj

Media Awareness Network - Provides ideas and resources on ways to make the media a more positive force in children's lives http://www.media-awareness.ca

Save the Children Canada - www.savethechildren.ca

Social Justice Program - (BC Teachers' Federation) Resources on social justice issues, such as gender equity, anti-racism, homophobia, First Nations, and violence prevention. http://www.bctf.bc.ca/social

Teacher Resource - Lessons, plans and ideas for teachers. http://www.uottawa.ca/hrrec/lawroom/lawroom.html

UNICEF Voices of Youth Page - Information on the rights of children. http://www.unicef.org

United Nations - http://www.un.org
Also check out the United Nations Association in Canada at: http://www.unac.org

Vancouver Public Library's Human Rights Study Guide - A list of human rights resources. http://www.vpl.vancouver.bc.ca/branches/LibrarySquare/his/humrights.html#Internet

YouCAN! - A youth group promoting unity, understanding and communication. http://www.youcan.ca

Never doubt a small group of committed people can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

Resources

...fear is mostly a reaction to the unknown, and many things that we fear are harmless.

Books

Following are examples of books for individual study or group reading. You can find them at the library or at a bookstore.

Primary Ages

The Sneetches and Other Stories Dr. Seuss
These creative stories teach lessons about differences. One story about green pants with nobody inside them teaches that fear is mostly a reaction to the unknown, and many things that we fear are harmless.

The Moccasin Goalie William Roy Brown
(Orca Book Publishers Victoria, 1995.)
This is a book about a boy with a physical disability who wants to play on the town hockey team.

Come Sit by Me Margaret Merrifield
(Women's Press, Toronto, 1990.)
This book is for 4-8 year olds and deals with a child who has AIDS.

From Far Away Robert Munsch (Annick Press, Toronto, 1990.)
A story about the challenges faced by a new immigrant to Canada.

The Pillow, R. Allison
An illustrated book that speaks to the main cause of prejudice and discrimination: a lack of understanding.

Secondary Ages

Alut, Gadou! (English Text), Malcolm Reid
(Toronto, James Lorimer and Company, 1982.)
Young adults interacting with the law and asserting their rights.

Nellie McLung: A Girl Who Liked To Ask Questions
Tom McCarthy (Ottawa, Novalis, 1982.)
An accessible biography of this advocate for the equality of women.

Mine For Keeps Jean Little
(Toronto, Little, Brown & Co., 1962.)
Ordinary laws and practices discriminate against a girl with a disability.

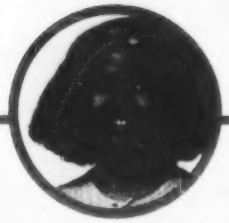
Freshie Pat Krause
(Hamilton, Potlatch Publications, 1981.)
A story of a student's first year of high school that addresses issues of political expression and involvement.

The Freedom Seekers: Blacks in Early Canada
Daniel Hill (Agincourt, Book Society of Canada, 1981.)
The historical perspective of early black culture in Canada.

Hearing Us Out: Voices From the Gay and Lesbian Community Roger Sutton (Boston, Little Brown, 1994.)
A celebrated collection of personal stories geared to younger readers.

Human Rights and the United Nations: A Great Adventure John Humphrey
(Transnational Publishers, 1984.)
This Canadian author of the Declaration of Human Rights writes of his work with the UN.

Children in Danger Series June Dragman and Michael Szasz (Vancouver, Co-Development Canada, 1994.)
A series of books focusing on the rights of children.



Film

These films might be found at the video store, the public library or from a local distributor.

Domino (National Film Board of Canada, 1993.)
Explores the issues of identity, cultural isolation, and the search for community. Appropriate for kids 12 & up.

Just a Little Red Dot
(International Tele-Film Enterprises, 1996.)
Award winning video invites viewers to explore issues of racism, stereotypes and discrimination.

Sexual Harassment in High School: We Can Do Something About It
(Ontario Ministry of Education, 1993.)
A work book is also available.

The War Between Us
(Canadian Broadcasting Corporation, 1995.)
Tells the tale of Japanese Canadian internment in BC.

Viewpoints
(Videogenic Corporation, Canadian Rehabilitation Council for the Disabled, 1993.)
Explores the life of four people with physical disabilities and how barriers to people with disabilities can be broken down.

Rights from the Heart: Teletoon Series
(National Film Board, or the Teletoon Network, 1999.)
An animated series of programs dealing with a range of social issues appropriate for a younger audience.

There is a common belief among the Cree Nation that a Child is a gift on loan from the Great Spirit... and that you were given the responsibility to raise and care for that child. Since a child is a gift from the Great Spirit the child is sacred and must be treated with respect and dignity.

Opaskwayak Elders

A number of other National Film Board Films:

Rocks at Whiskey Trench 2000
Ten years after the event, a new film explores a sorrowful chapter of the Oka Crisis.

The Impossible Takes a Little Longer 1986
About dealing with disabilities.

OUT: Stories of Lesbian and Gay Youth 1994
Candid interviews with gay and lesbian youth.

First Nations, the Circle Unbroken 1993
Thirteen 20 minute programs from a First Nations perspective.

For Angela 1994
A story of racism and empowerment to start discussions on the impact of racism.

Schools Out 1996
The lives and actions of today's youth in a historical context.

Calendar of Human Rights Days

World Peace 2000

(One Day in Peace)

January 1, 2001

http://www.worldpeace2000.com/

Human rights education can be integrated into your educational activities all year round. Use these key human rights days as opportunities to raise awareness about the specific human rights issue.

January

15 Martin Luther King Jr's Birthday

February

Black History Month

3rd week
B.C. Multiculturalism Week

March

8 International Day for Women's Rights

21 International Day for the Elimination of Racial Discrimination

24 Suffrage for Canadian women, 1918

April

7 World Health Day

16 Holocaust Remembrance Day

17 Equality Day

22 Earth Day

3rd week
Prevention of Violence Against Women Week

May

Asian Heritage Month

1 May Day - A Day to Mark the Struggle of Labour.

3 World Press Freedom Day

3rd week
National Access Awareness Week

15 International Day of Families

June

5 World Environment Day

21 National Aboriginal Day

July

1 Canada Day

26 Ginger Goodwin, Labour activist, assassinated, 1918, Cumberland, B.C.

August

1st Sunday
Gay & Lesbian Pride Day

9 International Day of the World's Indigenous Peoples

September

1st Monday
Labour Day

8 International Literacy Day

3rd Tuesday
International Day of Peace

October

Women's History Month

1 International Day of the Older Persons

17 International Day for the Eradication of Poverty

4th Week
Disarmament Week

November

11 Remembrance Day

16 UNESCO International Day for Tolerance

20 Universal Children's Day

25 International Day for the Elimination of Violence against Women

28 Buy Nothing Day

December

1 World's AIDS Day

3 International Day for Disabled Persons

6 National Day of Remembrance (Montreal Massacre)

10 Celebrate International Human Rights Day

A Canadian Human Rights Timeline

Key dates of acts of discrimination and human rights advances. Use these dates to initiate discussion and activities.

Acts of Discrimination

1850 Ontario Government introduces The Schools Act which allows segregation of African-Canadians

1872 Aboriginal people are denied the right to vote in BC.

1875 People of Chinese decent are denied the right to vote in BC. This law remains in effect until 1947.

1876 Parliament passes the Indian Act.

1882 Chinese people are used as cheap, dispensable labour to build the Canadian Pacific Railway.

1884 It is a criminal offence for Aboriginal people to hold potlatches. This important cultural tradition is not legalised again until 1951.

1907 Black people are denied burial in a Nova Scotia cemetery through a city bylaw.

1914 Komagata Maru incident testing the 'Continuous Journey' regulations result in return of almost 400 South Asians to India resulting in deaths, injury and internment.

1923 Canadian Government passes the Chinese Exclusion Act barring entry to Canada for almost all Chinese immigrants. This law remains in effect until 1947.

1939 Canadian Government denies entry to 907 Jewish refugees fleeing Nazi Germany aboard the SS St. Louis, forcing the ship to return to Nazi Germany.

1942 Canadian Government passes the War Measures Act. Japanese immigrants and Canadians of Japanese ancestry have their property confiscated and are interned in concentration camps in the BC interior.

1950's Gay and Lesbian people, or those suspected to be, are sought out and fired from the CBC, the National Film Board of Canada, the RCMP, and the National Research Council.

1952 A new Immigration Act was passed that prohibited immigration to 'mentally ill, epileptics, people with disabilities, homosexuals, Chinese, East Indian and Blacks'.

1985 James Keegstra, an Alberta teacher, goes to trial for willful promotion of hatred.

1991 Delwin Vriend, an Alberta teacher, is fired from his job because he is gay. He cannot file a complaint of discrimination because Alberta's human rights laws do not protect gays or lesbians.

Racism has been to human relationships what cancer has been to human existence. It is a disease that eats away at the very fabric of humanity itself.

Oscar Peterson, Canadian musician

Human Rights Advances

1793 Britain bans the importing of new slaves into Upper Canada.

1834 Britain abolishes slavery in all colonies including Canada.

1918 Mary Ellen Smith is the first woman to serve in the BC Legislature. She becomes the first women cabinet minister in the British Empire in 1921.

1921 Agnes Macphail becomes the first women Member of Parliament.

1930 British Privy Council rules that women are legally persons, as a result, Cairine Wilson is able to become the first woman appointed to the Canadian Senate.

1945 United Nations is formed.

1947 South Asians and Chinese Canadians given the right to vote federally and provincially

1948 Universal Declaration of Human Rights passed by United Nations

1960 All voting restrictions against Aboriginal people in Canada are removed.

1967 The Royal Commission on the Status of Women is established with Florence Bird as chair.

1969 Canadian provinces abolish segregated schools policies for African-Canadians.

The Criminal Code is amended so that sexual acts between consenting adults of the same sex are no longer a crime.

1971 Canadian Government adopts a Multiculturalism policy which becomes law in 1988.

1973 The first BC Human Rights Code enacted and established the first BC Human Rights Commission in BC.

1977 Quebec becomes the first province to prohibit discrimination on the basis of sexual orientation.

Marion Ironquill Meadmore first Aboriginal woman admitted to the Canadian Bar.

Parliament adopts the Canadian Human Rights Act.

1981 Rodney Carpenter, who had cerebral palsy, is granted the right to use his thumbprint as a signature in his banking transactions.

1982 Charter of Rights and Freedoms is enshrined in the Canadian Constitution.

1988 Canadian Government signs a Redress Agreement with Japanese-Canadians.

1989 United Nations Convention on the Rights of the Child is unanimously adopted by the General Assembly. It has been ratified by all but two UN member states.

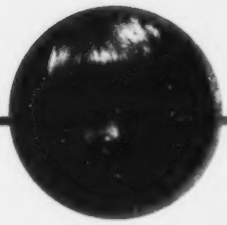
1996 Gay and Lesbian people are granted protections from discrimination under the Canadian Human Rights Act.

Youth in government care are given basic rights under the Child, Family, and Community Services Act.

The Supreme Court of Canada rules that deaf patients have the right to sign language interpretation in hospitals.

1999 Canadian Government pass legislation to recognize same-sex partners as spouses. The Supreme Court rules in two BC cases that the individual circumstances of people protected by Human Rights legislation must be accommodated.

The Visual and Language Arts Program



How to Get Involved

- Develop and submit a visual or language arts project. Individuals or groups can submit projects.
- Project ideas can be found in the Activity section of this guide (page 14) or in the Activities for Peace section.
- Parents, teachers, community workers and other individuals and organizations are also invited to be a part of this program.
- Projects can take on the following formats (you are not limited to these).

Language Arts

- short stories, poems, songs
- scripts for radio, TV or theatre
- articles, essays, reports or research projects
- scrapbooks with photos of a project
- newspapers or video or audio newscasts

Visual Arts

- posters or collages
- Internet presentations
- sculptures, carvings or mobiles
- paintings, drawings, cartoons,
- puppet shows or plays, bookmarks or photographs
- multimedia productions- audio/video/slide/computer

Guidelines

- Entries must be received by November 30, 2000 at the B.C. Human Rights Commission office: 306 - 815 Hornby St, Vancouver, BC, V6Z 2E6
- Visual arts entries should be no larger than 1 metre tall by 1.5 metres wide and should weigh no more than 15 kilograms. Entries can be submitted in writing up to 1500 words or as audio or video tapes up to 10 minutes in length.
- An entry form (see page 27) must accompany the submission.

Recognition

- All entries will be displayed at the provincial conference on December 8, 2000 in Maple Ridge.
- Selected entries will be included in future guides.
- Selected entries may be published in the B.C. Human Rights Commission's Annual Report and educational materials.
- Selected language arts entries may be published in community newspapers.
- Selected Individuals or groups may be invited to perform their performance art entry at the provincial conference.
- All entrants will receive a Certificate of Recognition.

Note: All entries become the property of the BC Human Rights Commission. Submissions will not be returned to schools or individuals, unless otherwise indicated.

Parents, teachers, community workers and other individuals and organizations are also invited to be a part of this program's goal of building a culture of peace and mutual respect.

VLAP Entry Form

Each submission must be accompanied by a completed form.

Name _____ Age _____

School (if applicable) _____

Grade (if applicable) _____

Teacher's name _____

Organization (if applicable) _____

Address _____

City _____ Postal Code _____

Phone: _____ Fax: _____

Brief Description of Entry _____

_____

_____

_____

For office use only:

Date Received _____

Entry Number _____

Certificate _____

Please send entries to **BC Human Rights Commission**
306 - 815 Hornby Street, Vancouver V6Z 2E6

Entries must be received by November 30, 2000.